



Garlinge Primary School & Nursery – Year 6 Medium Term Planning Map Term 2 2023/24

History Led Topic: WW2 – The Effect on Children and the Nation




Lead Text: Non-fiction texts on WW2, Diary Accounts & **Friend or Foe, Michael Morpurgo**

| | Assessment week(end) Thurs – reception open day | Assessment week Remembrance | Weds – Parent Evening | Hoops – Going up week of 20 th November Winter Hall and Corridor Displays up by November 17th | Weds - twilight | Mon – Christmas unwrapped x 2 trips Mon – term 2 data | Thurs – Yr. 6 party |
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| LEAD TEXT/TOPIC | Friend or Foe – Michael Morpurgo | Friend or Foe – Michael Morpurgo | Friend or Foe – Michael Morpurgo | Friend or Foe – Michael Morpurgo | Friend or Foe – Michael Morpurgo | Friend or Foe – Michael Morpurgo | Friend or Foe – Michael Morpurgo Rose Blanche – Ian McEwan |
| ENGLISH | <u>Key skills and comprehension Assessment - SPAG</u> 2 x comprehension lessons 2 x mixed SPAG SPAG test | English writing link to WW2 <u>Recount - diary</u> Write a diary account detailing feeling at learning about the declaration of war and how your family is preparing for war. | English writing link to WW2 Begin class novel Friend or Foe Assessment week for grids writing <u>Letter writing (planning)</u> Letter home as evacuee's experiences. | English writing link to WW2 book <u>Topic Link</u> Assessment week for grids writing <u>Letter writing</u> Letter home as evacuee's experiences. Gap analysis week of SATS practice | English writing link to WW2 book Friend or Foe <u>Biography</u> Winston Churchill | <u>Narrative Fiction Short Story using dialogue.</u> Friend or Foe fiction writing from a given point in the story – continue the chapter using narrative and some direct speech. | <u>WW2 English Christmas Links</u> Poetry, diaries, letters, radio interviews, speeches, and songs. |
| MATHS Refer to Maths Hub Planning | Fractions unit A Arithmetic test | Assessment week Reasoning 2 Reasoning 3 | Fractions Unit A | Gap analysis week | Fractions Unit B | Fractions Unit B | Measures and conversions |
| SCIENCE Refer to the Kent Scheme of Work unit plans | <u>Electricity</u> <u>LI: To share what I know about electricity.</u> Introduce, KWL, targets and key vocabulary. | <u>LI: To recognised symbols when representing a simple circuit in a diagram.</u> Types of bulbs and low energy bulbs | <u>LI: To associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.</u> Types of bulbs and low energy bulbs | <u>LI: To compare and give reasons for variations in how components function, including the brightness of bulbs.</u> Using rechargeable batteries – recycling battery box in school. | <u>LI: To compare and give reasons for variations in how components function, including the loudness of buzzers.</u> Noise pollution | <u>LI: To compare and give reasons for variations in how components function, including the on/off position of switches.</u> Unplugging plugs when not in use. Still using energy and electricity when not in use. | <u>LI: To predict and test which materials are conductors or insulators.</u> (Demonstrating use of correct symbols). |



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| <p>HISTORY</p> | <p><u>LI-</u> To assess my knowledge prior to studying WW2. <u>LI-</u> To decide what questions we would like to ask about WW2.</p> <p>WW2 - Introduce, KWL, targets and key vocabulary. <u>What do I know already about World War 2?</u> <u>What would I like to find out?</u> Mind map and questions. Discuss Historical sources used.</p> <p><u>LI-</u> To order significant events, movements, and dates on a timeline.</p> <p><u>When did the second world war take place?</u> Chronology-place the historical period on a timeline linked to eras already studied. Begin to organise timeline of main events during war. LOTC – Ordering of timelines class team</p> | <p>This area of learning may require 2 lessons (refer also to the geography unit).</p> <p><u>LI-</u> To give reasons why changes may have occurred, with supported evidence. <u>LI-</u> To understand why WW2 was declared.</p> <p><u>Why was war declared?</u> Events leading up to declaration of war.</p> <p><u>LI-</u> To recognise primary and secondary sources. <u>LI-</u> To choose reliable sources of information to find out how WW2 was declared.</p> <p><u>How was war declared?</u> Discuss the impact of the declaration of war on a range of people. Listen to Neville Chamberlain's speech. Discuss how people started to prepare for war e.g., call ups, gas masks, shelters etc. LOTC – Ordering of timelines class team</p> | <p><u>LI-</u> To choose reliable sources of information to find out about evacuation during WW2.</p> <p><u>Evacuation Where were children evacuated to and why?</u> Research local links and experiences. What did it feel like to be evacuated? LOTC – orienteering map puzzles linked to WW2</p> | <p><u>LI-</u> To choose reliable sources of information to find out about evacuation during WW2.</p> <p><u>Evacuation Where were children evacuated to and why?</u> Research local links and experiences. What did it feel like to be evacuated? LOTC – orienteering map puzzles linked to WW2</p> | <p><u>LI-</u> To choose reliable sources of information to find out about the Blitz and the impact that it had on Britain.</p> <p><u>What was the Blitz?</u> Discuss and learn about the characteristic features of the Blitz and what type of area was most likely to be affected. Record key facts learned. Find out about our local areas that were affected. LOTC – Visit where the school air raid shelter is.</p> | <p><u>LI-</u> To use primary sources to understand how people kept safe during the Blitz.</p> <p><u>How did people keep safe during The Blitz?</u> Focus specifically on the uses of air raid shelters and the different types. Look at sources of evidence to find out about how people kept safe. Consider gas masks, sirens, blackout curtains, shelters etc. Record information about keyways that people kept safe. Find out about our local areas that were affected. LOTC – Visit where the school air raid shelter is.</p> | <p>Review the terms learning and further investigate. Listen to further radio clips and memories linked to the terms learning.</p> |
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| <p>GEOGRAPHY</p> | <p>NB – Geography feeds into the history lessons complimenting understanding.</p> | <p>LI- To understand how some historical events occurred concurrently in different locations. LI- To select the most appropriate map for different purposes. Which countries were involved in WW2?</p> <p>Locate on the map. Which countries were Axis, Allied and Neutral.</p> | | <p>LI- To study population numbers throughout the course of WWII and reflect on the reasons for changes.</p> <p>LI- To locate on a UK and world map-where were children evacuated to during WW2.</p> <p>Where were children evacuated to? Locate on the map the areas that children were evacuated to and why.</p> | <p>LI- To study population numbers throughout the course of WWII and reflect on the reasons for changes.</p> <p>LI- To compare different locations.</p> <p>Study some locations that children were evacuated to – e.g. Wales and Cornwall.</p> | <p>LI- To study population numbers throughout the course of WWII and reflect on the reasons for changes.</p> <p>LI- To compare different locations. Why were some places safer than others?</p> <p>Study some locations that children were evacuated to, contrasted to areas which were bombed.</p> | <p>LI- To study population numbers throughout the course of WWII and reflect on the reasons for changes.</p> <p>LI- To understand what impact the Blitz had on Britain’s population.</p> <p>Which parts of Britain were most affected by the Blitz? Map work.</p> |
| <p>ART & DESIGN</p> | <p>DT TERM</p> <p>Winter Art – For Corridor Display – Winter Ski Bears</p> <p>LI -To work in a sustained and independent way to develop their own style of painting. This style may be through the development of colour, tone, pattern and shade.</p>  | <p>Winter Art/Crafts – For Hall Display and Hoops</p> <p>6A and 6B – Hall Display – Winter Landscape Snow Globes</p> <p>LI - To mix colour, shades and tones with confidence building on previous knowledge.</p> <p>LI -To identify artists who have worked in a similar way to their own work.</p> <p>LI - To think about scale of the image during observation drawings and further develop simple perspective in their work.</p>  <p>Learn how to paint a beautiful landscape inspired by the art of Jen Aranyi. - YouTube</p> <p>LI -To select and match materials appropriate to their intentions.</p> <p>6C and 6D – Hoop</p>  | | | | <p>LI -To select and match materials appropriate to their intentions.</p> <p>Children design and make Christmas cards.</p> | |



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| DESIGN TECHNOLOGY | <p>Creating Christmas Badges / Decorations for their Christmas table. More Complex Switches – Projects off the Page <u>LI-</u> To research and design a functional product to suit a purpose. <u>LI-</u> To select and use a range of tools and equipment to perform a task, including textiles and components. <u>LI-</u> To understand and use electrical systems in a product.</p> | | | | | | |
| MUSIC Use Music Express | <p>World Unite Music Express <u>LI-</u> To explore beat and syncopation through song and body percussion WWII Music during term – Vera Lynn & Glen Miller</p> | <p>WORLD CUP Music Express <u>LI-</u> To develop and perform rhythmic skills to a piece of music</p> | <p>LATTITUDES Music Express <u>LI-</u> To develop and understand the idea of pitch shape relating it to movement</p> | <p>WORLD IN HARMONY Music Express <u>LI-</u> To create rhythm patterns</p> | <p>RHYTHMIC DANCE Music Express <u>LI-</u> To combine different rhythms.</p> | <p>TWO PIECE STEP DANCE Music Express <u>LI-</u> To explore rhythm through dance</p> | <p>CHRISTMAS SONGS <u>LI-</u> To create and combine different Christmas rhythms</p> |
| COMPUTING | <p>Use Purple Mash to research how WW2 started. Think about what we want to find out over the duration of the topic. Create a KWL grid</p> <p><u>LI-</u> I can analyse data.</p> <p><u>LI-</u> I can understand how results are ranked.</p> | <p>Pupils to research the five w's of WW2 – use Purple Mash and search engine. Who & When? What happened for Britain to enter the war? Where did WW2 take place? Why did it happen – links to WW1?</p> <p><u>LI-</u> I can analyse data.</p> <p><u>LI-</u> I can understand how results are ranked.</p> | <p>Topic, Art, and English links – How did people prepare for war? Effects of persuasive slogans and vocabulary. Research government propaganda posters – How are these persuasive to the general public?</p> <p><u>LI-</u> I can analyse data.</p> <p><u>LI-</u> To combine a variety of software to accomplish given goals</p> | <p>Research the life of a political leader - Winston Churchill in WW2 Who was he? Why is he revered? How is he remembered? What is he famous for? When did he live? Family life? Political life?</p> <p><u>LI-</u> I can analyse data.</p> <p><u>LI-</u> To combine a variety of software to accomplish given goals</p> | <p>Research the process of evacuation Where, when, and why were children evacuated? Link to the Blitz. What were children allowed to take with them?</p> <p><u>LI-</u> I can analyse data.</p> <p><u>LI-</u> To combine a variety of software to accomplish given goals</p> | <p>Talking Safely Online Pupils learn that the Internet is a great place to develop rewarding relationships. However, they also learn not to reveal private information to a person they know only online.</p> <p><u>LI-</u> I can talk safely online.</p> <p><u>LI-</u> I can recognise acceptable/unacceptable behaviour</p> | <p>Talking Safely Online Pupils learn that the Internet is a great place to develop rewarding relationships. However, they also learn not to reveal private information to a person they know only online.</p> <p><u>LI-</u> I can talk safely online.</p> <p><u>LI-</u> I can recognise acceptable/unacceptable behaviour</p> |
| PE | Invasion Games Dodgeball Table tennis Boxercise | Invasion Games Dodgeball Table tennis Boxercise | Invasion Games Dodgeball Table tennis Boxercise | Invasion Games Dodgeball Table tennis Boxercise | Invasion Games Dodgeball Table tennis Boxercise | Invasion Games Dodgeball Table tennis Boxercise Intra golf | Invasion Games Dodgeball Table tennis Boxercise Intra golf |
| RE | <p>What can be done to reduce racism? Can religion help? What is racism? And why is it unfair? 6 examples.</p> | <p>What can be done to reduce racism? Who deserves a statue? Reference Bristol's Edward Colston.</p> | <p>What can be done to reduce racism? Explain beliefs about the golden rule 'treat others as you would like to be treated'</p> | <p>'Christmas Unwrapped' at St James Church & Lessons linked to this. <u>LI-</u> To recall key events of the Christmas story. <u>LI-</u> To explain the meaning of Advent and how Christians prepare <u>LI-</u> To explain how Christians celebrate Christmas differently</p> | | | |



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| PSHE | HEALTH AND WELLBEING <u>Lesson 1 and 2</u> What can I be? Relaxation and mindfulness. | <u>Anti-Bullying week</u> <u>LI:</u> To understand what bullying is, how we can treat others with respect and why this is an important life skill. | HEALTH AND WELLBEING <u>Lesson 3:</u> Taking responsibility for my health. | HEALTH AND WELLBEING <u>Lesson 4:</u> Impact of technology on my health | HEALTH AND WELLBEING <u>Lesson 5:</u> Resilience in difficult situations | HEALTH AND WELLBEING <u>Lesson 6:</u> Immunisations/Good habits and bad. | HEALTH AND WELLBEING <u>Lesson 7:</u> Physical health concerns |
| PMFL | <u>SALUT UNIT J – On Holiday</u> Where are you going on holiday? | <u>SALUT UNIT J</u> Where are you staying? | <u>SALUT UNIT J</u> At the zoo | <u>SALUT UNIT J</u> At the beach | <u>SALUT UNIT J</u> At the theme park | <u>SALUT UNIT J</u> At the theme park | French Christmas traditions and vocabulary |

LOT to be indicated on Planning **ECO** to be indicated on planning